

# MOTIVATION, AFFECTIVE COMMITMENT AND JOB PERFORMANCE OF THE FACULTY

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## Abstract

*This study investigated the influence of motivating factors namely, compensation, the job itself, professional growth and development, supervision, administration and co-workers towards affective commitment and job performance among the 52 Basic Education Department and College faculty in a tertiary institution. Research instruments were demographic profiles and the Work Motivation questionnaire. The Affective Commitment scale was modified from Allen and Meyer's while performance ratings were generated from the records of the principal and the college dean. Spearman's rho was utilized as statistical treatment to test the magnitude of relationship of the motivators toward affective commitment and job performance. Results of the study show that the motivating factors significantly influence the emotional attachment of the faculty towards the school organization. However, these motivating factors unexpectedly related negatively to the job performance rating. Furthermore, the study reveals that faculty members have moderate manifestation of emotional attachment to the school organization. This reveals that despite motivation with compensation, supervision, and administration or otherwise, the faculty still gives an excellent performance as expected by superiors.*

## Introduction

In the advent of globalization, organizations respond to the changing business landscape by restructuring and rightsizing to address pressures brought about by tight competition. This contributes to the rise of human relations problems, especially in the nature of employer-employee relationships. The needs of workers have pluralized and become more distinct. The responses of the organization to these changes are to renegotiate, manage, if not abrogate the employment relationships, promises, and commitments that have been traditionally established with employees (Kickul & Lester, 2001).

With respect to these contentions, it is vital to recognize the richness of human resource management and programs of the organization. Robbins (2003) claims more and more organizations today face a dynamic and changing environment that requires these organizations to adapt.

According to Reece and Brandt (2002), variations in individual motives often lead to a breakdown in human relationships unless individuals take the time to understand the motives of colleagues. The reward system in organizations attracts, retains, and motivates employees who benchmark against quality.

In employment, reciprocal exchange relationship begins when a faculty member joins the school organization. A need system develops and mounts in this relationship. Psychological contract, concomitant to every employment relationship, spurs on this need

system. According to Martires (1999), a significant factor in performance or worker retention is the strength of self-motivation.

From this end, it is important as a school organization to know the mounting needs of the faculty and how these influence affective commitment and job performance in the pursuit of academic excellence. As such, this study was conducted in the hope of determining the significant relationship among the variables, compensation, the job itself, administration and supervision, professional growth, and work environment through social interaction opportunities with the emotional attachment of faculty toward the school organization and its outstanding performance.

## **Theoretical Framework**

The social exchange theory of Blau served as the parameters of this study, which suggests that when one party provides something to another party, the second party is under pressure to give something in return (Larbes, 1999). Underlying this exchange is the norm of reciprocity advanced by Goulder in 1960, which maintains that if a person does something favorable to another party, the other party is obligated by social convention to return the favor. The equity theory of Adams developed in 1965 supports the explanatory framework of psychological contract (as cited in Robbins, 2003). If a breach occurs, people are motivated to reduce or remove the exchange relationship. Each party is obligated to reciprocate the actions of another. If the contribution of the former to the latter is less than what is expected by the other party, the aggrieved will lessen the contribution to maintain equity with the relationship. This idea on relationship is important since this study leans on the idea that whatever is felt and understood by the employee when it comes to compensation, the job itself, supervision and administration, professional growth and development opportunities, and social interaction with coworkers, will provide motivation for greater affective commitment and display desirable behavior required in performing a job.

## **Conceptual Framework**

The level of work motivation is manifested in the following factors, namely, compensation, the job itself, professional growth and development opportunities, supervision and administration, and coworkers significantly influenced the degree of affective commitment and job performance. These variables are found in the milieu of psychological contract. This means that the relationship of motivation to affective commitment and job performance is in a perceptual environment.

## **Scope and Delimitation of the Study**

This study examined the level of motivation of full-time faculty with regards the elements, namely, compensation, job itself, administration and supervision, professional growth, and teaching performance. Nonteaching personnel of the college such as staff (office and general services), superiors or administrators with or without teaching load, as well as the part-time teaching personnel were not included in this study.

This investigated the significant influence of the identified motivating factors, namely compensation, job itself, administration and supervision, professional growth, and development opportunities, and the relationship between coworkers to affective organizational commitment and job performance as perceived by students and department heads.

## **Review of Related Literature**

Martires (2002) defined motivation as the intrinsic inducement that propels an individual to think, feel and perform in certain ways. An internalized element, it is the most important, yet elusive determinant of work behavior. Motivation, as defined by Moorhead and Griffin (2004), is the set of forces that causes people to engage in one behavior rather than some alternative behavior. Motivation carries cultural underpinnings that a Filipino manager should know to be able to apply the most appropriate theory of motivation (Martires, 1999).

Compensation often plays a singular role when organizations restructure. Pay indeed can capture the attention of employees. As Milkovich and Newman (2002) claimed, pay is a powerful signal of change. It can be a leading catalyst for change or a follower of the change. Martires (1999) added that pay and benefits are a yardstick of employee satisfaction, whether materially or otherwise, directly or indirectly.

Herberz theorized that the job itself is a motivator (as cited in Arnold, Silvester, Patterson, Robertson, Cooper, & Burner, 2005). Achievement, recognition for accomplishment, challenging work, increased responsibility, and growth and development are satisfying factors relating to the job itself Martires (2002). There are authorities who claimed that as employees get older, interesting work becomes more of a motivator. With that, Robbins (2003) said that the progressive workplace is being modified to accommodate the varied needs of a diverse workforce.

Managers strive to motivate people in the organization to perform at high levels (Torrington, Hall, & Taylor, 2002). Supervisors and managers are in the appropriate capacity to encourage subordinates to perform better or develop emotional attachment for their organization.

Heller commented that good managers must be good coaches who know how to encourage the staff to give better performance at work, improve knowledge, and realize their full potential (as cited in Zilman, 2000).

Benito (1997) recommended that the faculty should be provided with academic opportunities and adequate promotion for ranking and tenure. Likewise, the faculty, whether teaching specialized or nonspecialized courses, should also be given other incentives that would further enhance teaching competencies and strengthen commitments to the job.

It might seem obvious that an organization can enhance the motivation of its employees by creating conditions that foster and promote friendship and other close personal relationships (Moorhead & Griffin, 2004). However, according to the study of Lee and Trace, the affiliation of a worker has no correlation to productivity (as cited in Martires, 2002).

Although social relationships with coworkers are essential in performance and organizational commitment, Moorhead and Griffin (2004) cited the danger transferring

employees to different work settings or laying off members of its workforce to reduce costs. Complicating matters even further is the fact that the strength or importance of social relationships to motivation will vary from person to person, from very strong and meaningful to relatively weak and inconsequential.

Higher and higher levels of performance are demanded throughout the globe (Ribbins, 2000). Career choices arise more than once during a lifetime, because both people and career opportunities change. Knowing that career change can help individuals avoid poor job performance, which is often a result of career frustration (Moorhead & Griffin, 1998).

**Methods**

A descriptive correlation method of research was used in this investigation. The level of work motivation along the dimension of compensation, the job itself, supervision and administration, professional growth and advancement opportunities, and job performance was determined as well as the significant difference of the motivating factors mentioned in influencing the affective commitment and performance of the teacher.

The respondents of the study were the full-time basic education and college faculty or the teaching personnel of a certain college. A total of 53 full-time personnel of the school organization composed the respondents of the study, 27 from the Basic Education Department (BED) and 25 from the College Department.

The universal sampling technique was used in gathering data since the size is manageable. All the full-time BED and college faculty participated in the study, as they are the direct recipients of the transition of policies and its provisions, which greatly influence commitment to the organization and job performance.

The study utilized three sets of survey questionnaires for data collection and one personal data profiler. The job performance data were generated from the Principal's office (BED) and the Dean's office (College). Descriptions of the scales used are given in Tables 1 to 3.

Table 1

*Description of Scales Using the Work Motivation Questionnaire (WMQ)*

| Scale        | Description                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.51<br>5.00 | – Highly Motivated (HM) means the faculty's needs for good compensation package or adequate compensation, an interesting and challenging job, people-oriented supervision/administration, opportunities for professional and personal advancement and social support and congeniality are fully or extremely acquired in the workplace, thus, giving the highest degree of vigor to do the job. |
| 3.51<br>4.50 | – Motivated (M) means the faculty's needs for a good compensation package or adequate compensation, an interesting and challenging job, people-oriented supervision/administration, opportunities for professional and personal advancement and social support and congeniality are mostly or highly acquired in the workplace and gives vigor to do the job.                                   |

|      |   |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.51 | – | Neither Motivated nor Demotivated (NSD) means the faculty's needs for a good compensation package or adequate compensation, an interesting and challenging job, people-oriented supervision/administration, opportunities for professional and personal advancement and social support and congeniality are neither acquired in the workplace nor lost and gives lethargy to do the job thus, providing moderate motivation to the faculty. |
| 3.50 |   |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1.51 | – | Demotivated (D) means the faculty's needs for a good compensation package or adequate compensation, an interesting and challenging job, people-oriented supervision/administration, opportunities for professional and personal advancement and social support and congeniality are seldom or poorly acquired in the workplace and gives lethargy to do the job.                                                                            |
| 2.50 |   |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1.00 | – | Strongly Demotivated (SD) means the faculty's needs for a good compensation package or adequate compensation, an interesting and challenging job, people-oriented supervision/administration, opportunities for professional and personal advancement and social support and congeniality are lost in the workplace and produces a lethargic attitude to do the job thus, making the faculty very poorly motivated.                         |
| 1.50 |   |                                                                                                                                                                                                                                                                                                                                                                                                                                             |

Table 2

| <i>Description of Scales Using the Affective Commitment Scales (ACS)</i> |                            |                                                                                                  |
|--------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------|
| Weight                                                                   | Status                     | Description                                                                                      |
| 1                                                                        | Strongly disagree          | Very Poorly Manifested: This indicates that commitment is 1% to 20% manifested by the faculty.   |
| 2                                                                        | Disagree                   | Poorly Manifested: This indicates that commitment is 21% to 40% manifested by the faculty.       |
| 3                                                                        | Neither agree nor disagree | Moderately Manifested: This indicates that commitment is 41% to 60% manifested by the faculty.   |
| 4                                                                        | Agree                      | High Manifested: This indicates that commitment is 61% to 80% manifested by the faculty.         |
| 5                                                                        | Strongly agree             | Very Highly Manifested: This indicated that commitment is 81% to 100% manifested by the faculty. |

Table 3

| <i>Point Distribution and Description of Job Performance Rating</i> |                                     |                                         |
|---------------------------------------------------------------------|-------------------------------------|-----------------------------------------|
| Description                                                         | BED (25 maximum point distribution) | College (50 maximum point distribution) |
| Excellent                                                           | 23 and above                        | 13 and above                            |
| Exceeds expectations                                                | 19 – 22                             | 34 – 42                                 |
| Meets expectations                                                  | 15 – 18                             | 25 – 33                                 |
| Does not meet expectations                                          | Below 15                            | Below 25                                |

Mean scores, percentages, and frequency distribution were utilized to describe the demographic profile of the faculty in terms of organizational tenure, age, sex, civil status, and rank. Spearman *rho* was used to find the significant relationship between each of the motivating factors and affective commitment. It was likewise utilized to determine the magnitude of relationship between each of the motivating factors and job performance.

### Results and Discussion

Generally, it is reflected that most of the faculty are young in the organization and are within the tenureship of 11 to 15 years (Table 4). In terms of organizational tenure, 17.31 percent of the male faculty members have stayed for about 11 to 15 years while the female faculty members are distributed in different average ranges. It also shows that more female faculty are middle aged. However, in general, younger faculty members dominate the population in an age range of 26 to 35. Thus, this implies that teachers do not stay longer in the institution. This could mean that those who have been in the school organization for 15 years likely separate and end the employment relationship.

The findings in Table 4 reveal that the teaching profession is more attractive to married women than married men. There are more married women faculty members than male married faculty members.

Table 4

*Frequency and Percentage Distribution of the Demographic Profile of BED and College Full-Time Faculty in Terms of Organizational Tenure and Sex, Age and Sex, Civil Status and Sex*

| Indicators                           | Sex  |    |        |    | Total |     |
|--------------------------------------|------|----|--------|----|-------|-----|
|                                      | Male |    | Female |    |       |     |
|                                      | f    | %  | f      | %  | f     | %   |
| <b>Organizational tenure (years)</b> |      |    |        |    |       |     |
| 5 and under                          | 4    | 8  | 7      | 13 | 11    | 21  |
| 6-10                                 | 3    | 6  | 6      | 12 | 9     | 17  |
| 11-15                                | 9    | 17 | 5      | 10 | 14    | 27  |
| 16-20                                | 2    | 4  | 5      | 10 | 7     | 13  |
| 21-25                                | 0    | 0  | 5      | 10 | 5     | 10  |
| 26-30                                | 1    | 2  | 4      | 8  | 5     | 10  |
| 31-35                                | 0    | 0  | 1      | 2  | 1     | 2   |
| Total                                | 19   | 37 | 33     | 63 | 52    | 100 |
| <b>Age</b>                           |      |    |        |    |       |     |
| 25 and below                         | 2    | 9  | 4      | 8  | 6     | 12  |
| 26-35                                | 6    | 12 | 10     | 19 | 16    | 31  |
| 36-45                                | 8    | 15 | 4      | 8  | 12    | 23  |
| 46-55                                | 1    | 2  | 12     | 23 | 13    | 25  |
| 56-65                                | 1    | 2  | 3      | 6  | 4     | 8   |
| 66 and above                         | 1    | 2  | 0      | 0  | 1     | 2   |

|                     |    |    |    |    |    |     |
|---------------------|----|----|----|----|----|-----|
| Total               | 19 | 37 | 33 | 63 | 52 | 100 |
| <b>Civil Status</b> |    |    |    |    |    |     |
| Single              | 7  | 13 | 8  | 15 | 15 | 29  |
| Married             | 12 | 23 | 24 | 46 | 36 | 69  |
| Widow/Widower       | 0  | 0  | 1  | 2  | 1  | 2   |
| Total               | 19 | 37 | 33 | 63 | 52 | 100 |

Table 5 shows that compensation as well as supervision and administration neither motivate nor demotivate the faculty members. This perpetual framework may easily influence the decision to go out of the organization or may not easily get attached emotionally to school organization.

Furthermore, the job itself, professional growth and development opportunities, and coworkers motivate the faculty member. However, the job itself suggests a higher scale interval of motivation, which is an advantage to the school organization. The training, seminars, and other activities that professionally enhance or develop the teachers are also motivators. Another motivator is the relationship between coworkers. In general, the total average mean shows motivation to work even if the indicators speak neither motivation nor demotivation.

The affective commitment or the emotional attachment of the faculty manifests at 41 to 60 percent. This moderate degree of affective commitment to the school organization may be contributed by the compensation and supervision and administration factors of motivation.

The BED faculty show excellent performance in the job. It could mean that the BED faculty do tasks and functions and exceptionally perform the duties based on the established standards. Likewise, such a performance is maintained even if the principal is not present to monitor them.

The general performance rating of the college faculty exceeds expectations as shown in the computed mean. This means that the college faculty are performing beyond the established standards set by the college. The high standards set by the Philippine Accrediting Association for Schools, Colleges and Universities (PAASCU) and/or the reputation the school has, which is setting academic excellence may have also contributed to this success.

Table 5

*Descriptive Analysis of the Work Motivation, Affective Commitment, and Job Performance of the Faculty*

| Indicators                                        | Mean | Description                       |
|---------------------------------------------------|------|-----------------------------------|
| <b>Motivating factors</b>                         |      |                                   |
| Compensation                                      | 3.01 | Neither motivated nor demotivated |
| Job itself                                        | 4.13 | Motivated                         |
| Professional growth and development opportunities | 3.56 | Motivated                         |
| Supervision and administration                    | 3.00 | Neither motivated nor demotivated |

|                               |       |                       |
|-------------------------------|-------|-----------------------|
| Co-workers                    | 3.98  | Motivated             |
| Total average mean            | 3.54  | Motivated             |
| <b>Affective commitment</b>   | 3.51  | Moderately manifested |
| <b>Job performance rating</b> |       |                       |
| BED faculty                   | 23.04 | Excellent             |
| College faculty               | 42.35 | Exceeds expectation   |

It is evident in Table 6 that compensation, the job itself, professional growth and development, supervision and administration, and coworkers correlate significantly to the affective commitment of the faculty. With the moderate manifestation of affective commitment, it could be that the compensation and supervision and administration have such an influence on the latter.

All identified factors do not significantly correlate to the job performance of the BED and college faculty. One possible explanation is that the teachers do not compromise job performance to prepare the students for the next ladder of education. It is considered a great pride to see former students working in prestigious companies and organizations.

Table 6

*Correlation Analysis between the Motivating Factors and Affective Commitment and Job Performance of the Faculty.*

| Motivating factor              | Affective<br>commitment<br>(p-value) | Job performance<br>(p-value) |                    |
|--------------------------------|--------------------------------------|------------------------------|--------------------|
|                                |                                      | BED<br>Faculty               | College<br>Faculty |
| Compensation                   | .014*                                | .082**                       | .882**             |
| Job itself                     | .000*                                | .186**                       | .546**             |
| Supervision and administration | .000*                                | .324**                       | .495**             |
| Growth and development         | .001*                                | .062**                       | .730**             |
| Coworkers                      | .029*                                | .242**                       | .272**             |

$\alpha = .05$  ; \* significant ; \*\* not significant ; N = 52 ; N<sub>BED</sub> = 27 ; N<sub>CF</sub> = 25

## Conclusions and Recommendations

The diminishing number of faculty members ranged against the longevity of service signifies that there are more young adult teachers who still have more years to serve the school. However, it signifies that faculty members do not stay longer for more than 15 years, hence suggests that teachers well equipped with the vision, training, growth, and advancement of the organization had cut service with the school.

More than half of the faculty members are female and married. The teaching profession is more attractive to married female teachers.

Most of the teachers received a compensation package of Php 10,001.00 to Php 12,000.00. However, this is not considered by the faculty as a motivator, but rather as a

hygiene factor. Whether the faculty receives a high compensation or not does not significantly affect job performance.

The supervision and administration faculty members experience are not considered as motivators or causes of less drive or enthusiasm for work. These likely influence the affective commitment of teachers. However, these are not necessarily reasons for teachers to perform at a lower level.

Compensation as well as supervision and administration function as hygiene factors rather than motivators of performance. The kind of job the respondents have indicates the greatest motivation. Coworkers are valued enough to make them willing to go back to work. Almost half of the teachers thrive for more advancement, training, and education; and more than half believe that attaining professional growth and development are also motivators. Age and length of service do not necessarily contribute to the excellent performance nor influence the affective commitment to the organization of the faculty. Teachers tended to increase job performance regardless of having a moderate motivation caused by compensation and supervision and administration. All five factors of motivation function as motivators to affective commitment but not to job performance.

It is recommended that a continuous enhancement, educational advancement and other professional developments be provided with meaningful opportunities since the respondents are young adults who have rendered short-term service to the school organization. Those who are master's degree holders must be encouraged to proceed to doctorate degrees by providing scholarships from funding agencies or by the school. The level of work motivation of the faculty should be improved, specifically those factors are perceived as neither motivating nor demotivating, such as compensation, supervision and administration, to name a few.

A motivational program should be formulated highlighting a recognition and rewards system for excellent performance rather than focusing on policies regarding punishments for violations, in order to increase affective commitment and shun negative feedback that likely affect perception made by the students, being the direct clients.

Quality Circles (QCs) should be created based on high and excellent performances. This will answer the needs of recognition, eliminate the punitive impression or tone on policies, and sustain academic excellence concretely manifested by high percentages of board passers and employed graduates.

With all these recommendations, it is imperative to have a Human Resource Office, handled by a competent officer, to closely examine and implement policies pertinent to these matters.

This study should be replicated in a similar school in order to investigate further if these motivating factors significantly influence affective commitment and job performance. It is therefore highly recommended that the Research Council, the Office of Administrative Affairs and Academic Affairs look into this matter and do evaluations as well as to determine whether results obtaining from their investigation would be different from those presented in this study.

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